DOCUMENT RESUME

ED 160 744 08 CE 016 686

AUTHOR Wircenski, Jerry L.
TITLE The Development of a Competency Based Teacher Education Curriculum Model. Final Report.
INSTITUTION Purdue Univ., Lafayette, Ind. Dept. of Industrial Education.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational and Technical Education, Indianapolis.
BUREAU NO 17-76-D-3
PUB DATE Aug 77
NOTE 87p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Administrative Personnel; Administrator Attitudes; Agricultural Education; *Curriculum Design; Curriculum Development; Field Studies; Higher Education; *Models; Occupational Home Economics; *Performance Based Teacher Education; *Teaching Skills; Technical Education; Trade and Industrial Education; Undergraduate Students; *Vocational Education

ABSTRACT

This study had three objectives: (1) design a competency based teacher education curriculum model for vocational-technical education (agriculture, home economics, and vocational-industrial); (2) validate the competencies by field testing them with regular vocational teachers, vocational directors, and state personnel; and (3) field test the competencies in three sub-models with prospective teachers in the regular undergraduate vocational teacher education programs at Purdue University. An existing list of competencies developed by the Center for Vocational and Technical Education at Ohio State University was reviewed and supplemented through a review of the literature and other competency based teacher education programs. From the list those competencies considered part of the undergraduate program were clustered into ten sub-models which list new or existing courses offered at Purdue University. Three sub-models were selected for field testing, one in each of the three program areas. Performance objectives for each competency statement in the sub-models were written and then used as a pre- and post-test self measure. In conjunction with the field test, the complete list of competency statements was validated with vocational administrators through the use of an opinionnaire. From the firdings it was concluded that vocational administrators have a tendency to rate nearly all professional competencies as having greater importance than the teachers, both teachers and administrators rate instructional methods and management the highest, and the competencies can be achieved in an undergraduate teacher education program. (Questionnaires and the competency lists are appended.) (JH)

ED160744

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE DEVELOPMENT OF A COMPETENCY BASED TEACHER EDUCATION CURRICULUM MODEL

FINAL REPORT

PROJECT NUMBER 14-76-D-3

CBTE

PROJECT DIRECTOR:

Dr. Jerry L. Wircenski
Vocational-Industrial Education

PROJECT CO-DIRECTORS:

Dr. Betty J. Sawyers
Home Economics Education

Dr. William B. Richardson
Agricultural Education

PURDUE UNIVERSITY

August, 1977

This project was developed under a grant from the State Board of Vocational and Technical Education, 401 Illinois Building, 17 W. Market Street, Indianapolis, IN 46204.

CE 016 686

FINAL REPORT

The Development of a Competency Based Teacher Education Curriculum Model

Dr. J. L. Wircenski

Project Number
17-76-D-3

Purdue University
Department of Industrial Education
West Lafayette, Indiana

August 1977

State Board of
Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

OE 016 686

A. Kind of Research: (check one)

1_____Experimental	4_____Demonstration
2 X Developmental	5_____Evaluative
3_____Pilot	6_____Exemplary

B. Student Population Included in Project

TYPE	STUDENT NUMBERS
A Disadvantaged	A_____
B Handicapped	B_____
C Migrant	C_____
D Minority	D_____
E Combination of the above	E_____
F Other	F X

GROUP	
1 Pre-school	1_____
2 Elementary	2_____
3 Junior High School	3_____
4 Middle School	4_____
5 Senior High School	5_____
6 Postsecondary	6_____
7 Adult	7_____
8 University	8 65
9 Employer	9_____
10 Employee	10_____
11 Citizens	11_____
12 Parents	12_____
13 Combination of the above_____	13_____

LOCALITY (check the one which encompasses the locality being studied)

a National	a_____
b State	b_____
c Region	c_____
d District	d_____
e County	e_____
f Area	f_____
g Community	g_____
h School Corporation (LEA)	h_____
i Other: University	i X

ACKNOWLEDGEMENTS

The project staff gratefully acknowledge the assistance and advice received from the following persons:

Mr. Don K. Gentry, Mr. Edgar Hornback and the State Board of Vocational-Technical Education for their administrative support.

Mr. Clarence Austin, Principal, J. Everett Light, Career Center, and Mr. Tony Wesalowski, Director, Four County Area Vocational Cooperative and their respective staffs for their helpfulness in providing guidance and assistance in gathering information from the vocational teachers for the project.

Appreciation goes to all those local directors, Regional Vice Presidents (Indiana Vocational Technical College), and state staff personnel who cooperated in providing information for the administrator's survey.

Special thanks go to the Agriculture Education, Home Economics Education, Vocational-Industrial Education staffs and students who participated in the project.

Jerry L. Wircenski
Project Director

TABLE OF CONTENTS

	Page
INFORMATION SHEET	i
ACKNOWLEDGMENTS	ii
LIST OF TABLES	v
LIST OF FIGURES	vi
I. Statement of Problem	1
II. Statement of Objectives	2
III. Priority Area	2
IV. Procedures	3
V. Analysis Procedures	7
VI. Findings	7
A. Field-Test Results--Vocational Administrators and Vocational Teachers	8
B. Field-Test Results--Three Submodels	16
VII. Evaluation	21
VIII. Conclusions and Recommendations	21
IX. Financial Statement	23
X. Bibliography	24
Appendixes	
A. A List of Professional Competencies for Vocational Education	25
B. Sample of Pre- and Post-test Competency Check List with Performance Objectives	34
C. Letter to Vocational Administrators	40
D. Letter to Vocational Teachers	42
E. Instructions and Answer Sheet for Vocational Administrator and Teacher Survey	44
F. Follow-up Memos to Non-respondents	47
G. A List of Professional Competencies for Vocational Education Agriculture Education	50
H. A List of Professional Competencies for Vocational Education Home Economics Education	60

TABLE OF CONTENTS (Continued)

Page

I. A List of Professional Competencies for Vocational Education Vocational-Industrial Education. 68

J. Miscellaneous Letter to Competency Based Project Personnel. 77

LIST OF TABLES

Table		Page
1	Means of Professional Competencies as Rated by Vocational Administrators (Directors, Regional Vice-Presidents and State Staff Personnel) and Vocational Teachers	9
2	t-Value Between Pre- and Post-Test Means Concerning Self Evaluation of Professional Competencies as Rated by Agriculture Education Majors (N=12).	17
3	t-Value Between Pre- and Post-Test Means Concerning Self Evaluation of Professional Competencies as Rated by Home Economics Education Majors (N=26).	18
4	t-Value Between Pre- and Post-Test Means Concerning Self-Evaluation of Professional Competencies as Rated by Vocational-Industrial Education Majors (N=16).	20

List of Figures

Figure		Page
I.	Undergraduate Vocational Teacher Education Sub-Models	5

I. STATEMENT OF THE PROBLEM

Currently one of the most discussed movements in teacher education is competency based teacher education (CBTE). A review of the literature reveals over 200 articles as well as several books and special journal issues devoted to CBTE the last couple years. But with all the writing and research the two most common questions being asked are "What is CBTE? and how extensively is it being used?"

Competency based teacher education is a professional teacher preparation system based on knowledge, skills, and judgements which the learner will demonstrate at a predetermined proficiency level, CBTE simply stated--objectives direct (instruct) the learners outcomes. In professional teacher education programs these objectives should be based on the role and needs of the practicing professional.

The second part of the question--"How extensively is it (CBTE) being used?" can be answered by examining the most current professional journals. Several teacher education institutions have transformed their entire program to CBTE. These institutions include; Wayne State University (Detroit), Weber State University (Utah), Florida International University, University of Toledo, University of Houston, Southwest Minnesota State and the University of North Florida. In addition to these program conversions to CBTE, 17 states have passed legislative policies permitting CBTE certification patterns.

Several national organizations have also provided leadership in the direction of CBTE, including the U.S. Office of Education which has funded the Performance-Based Curricula Program at the Center for Vocational and Technical Education at Ohio State University. Based

upon the research and pioneering efforts already begun in other states, the project pooled the unique elements of these projects into a CBTE model for vocational teacher education at Purdue University. Working in concert with vocational agriculture, home economics and vocational-industrial education proposed to blend the elements of other projects in conjunction with Indiana's needs into a viable CBTE program. Working with local and state personnel would give the State of Indiana a unique model for CBTE.

II. STATEMENT OF OBJECTIVES

Based on the statement of the problem, the objectives of the project were as follows:

1. To design a competency based teacher education curriculum model for vocational-technical (agriculture, home economics and vocational industrial) education.
2. To validate the competencies by field-testing them with regular vocational teachers, vocational directors and state staff personnel.
3. To field-test the competencies contained in three (3) sub-models with prospective teachers in the regular undergraduate vocational teacher education programs at Purdue University.

III. PRIORITY AREA

The project aligned itself with the priority projects (page 91, State Plan for Vocational Education in Indiana) for the development of innovative projects involving new (untried) approaches to vocational education.

The project was directed at developing competency statements for all vocational service areas. All vocational directors, regional vice-presidents (Indiana Vocational Technical College) and state staff personnel were sought for field-test purposes. A sample size of 100 vocational teachers was also sought for field-testing.

IV. PROCEDURES

The specific purpose and nature of the proposed project was to review and supplement the Center for Vocational and Technical Education's list of competencies in order to design a competency based teacher education curriculum model for vocational education at Purdue University (vocational agriculture, home economics, and vocational industrial education). This list of competencies was examined by the project staff and additional competency statements were added as a result of an extensive review of the literature and other competency based teacher education projects. Projects closely examined were: The University of Michigan, Virginia Polytechnic Institute and State University, Wayne State University, and the University of Houston. In some instances the Center for Vocational and Technical Education's list of competencies was rewritten to better meet local (university) needs.

Following the establishment of all competency statements, the project staff sought the input of all teacher education staff members in each of the respective areas. A 100 percent response was received. Each staff member was asked to determine whether he/she felt each competency statement should be a part of the undergraduate or graduate program. In those instances where there was less than a 75 percent

agreement between responses the project staff reviewed each competency statement and made the final determination. Only those competencies which were considered part of the undergraduate program were developed as part of the project. See Appendix A for a complete list of competencies. (This accomplished objective one).

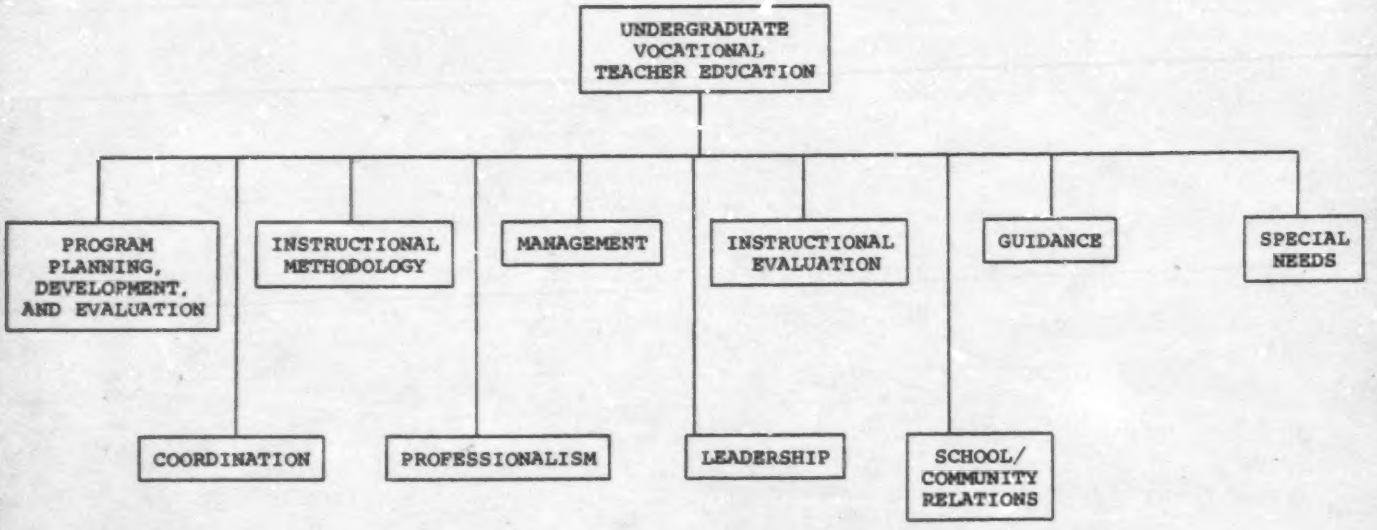
Once the list of competencies was compiled, the project staff clustered the statements into ten (10) sub-models which best fit new or existing courses offered at Purdue University (see Figure I). It was felt that the traditional structured course offerings approach would be the best technique for implementation of the identified competencies at the present time.

After the sub-models of the CBTE project were identified, three (3) were selected for field-test purposes. One model was field-tested in each program area at Purdue. In order to field-test the sub-models in the Spring semester scheduled course offerings some competency statements were added or eliminated in each of the sub-models. It was the decision of the project staff that this would enable field-testing of the competency statements without changing the plans for the future direction of CBTE in vocational education, that is the ten (10) sub-model approach.

Each program area project member was responsible for finalizing their respective sub-model for field-test purposes. This finalization consisted of writing performance objectives for each competency statement. Each sub-model was then administered as a pre- and post-test self-measure. This pre- and post-test self assessment would serve to determine whether the competency statements could be achieved.

FIGURE I

UNDERGRADUATE VOCATIONAL TEACHER EDUCATION SUB-MODELS



Appendix B is an example of the sub-model competency statements and performance objectives field-tested in vocational-industrial education. As a means of checking the validity of pre-test responses to the competency statements and performance objectives, a short test (not graded) was administered after the pre-test was completed. A total of 54 undergraduates participated in the field-test activities. (This accomplished objective three.)

In conjunction with the field-test activities being conducted in the undergraduate programs, the complete list of competency statements was validated by field-testing with vocational administrators (directors, regional vice-presidents and state staff personnel) and teachers. An opinionnaire was designed to elicit opinions of the importance of each competency statement, using the following scale:

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Letters (Appendix C and D) and opinionnaires (Appendix E) were mailed to 93 administrators and 109 vocational teachers. The vocational administrators who did not respond to the first mailing were sent one follow-up memo. (Appendix F) Telephone follow-ups were made to the local administrators whose vocational teachers had not responded to the first request. A total of 68 out of a possible 93 responded to the opinionnaire for a 73 percent return. A total of 63 vocational teachers out of a possible 109 responded to the opinionnaire for a 58 percent return. The results of the opinionnaire were then tabulated and analyzed by the project staff. (This accomplished objective three.)

As the project began to take a more clearly defined mold, the project staff faced the problem of having generated a list of professional competencies which would not fit into three separate undergraduate program offerings at Purdue University. Although the three program areas were making significant inroads in combining efforts and sharing common course offerings, the staff felt a need to alter the one list of competency statements into three lists to better match the programs as they presently existed. It was felt that the one list (Appendix A) would best meet future directions while one list for each of the three program areas was needed in the short term. (See Appendix G - Agriculture Education, Appendix H - Home Economics Education, Appendix I - Vocational-Industrial Education) Each of these lists was in turn reviewed and finalized by the program staff for the respective areas.

V. ANALYSIS PROCEDURES

The analysis procedures were divided into two parts; analysis of administrator's and vocational teacher's responses and analysis of the pre- and post-test results from the sub-model field-test. The administrator's and vocational teacher's responses were tabulated and the mean scores were calculated. The pre- and post-test scores were tabulated and analyzed by means of a t-test on the difference between the two means--correlated observations for each submodel.

VI. FINDINGS

The findings of the study are reported in two segments. They are (1) the results of the field-test study with vocational administrators and vocational teachers, and (2) the results of the field-test

of the three sub-model competencies by undergraduate majors in each of the three service areas of agriculture education, home economics education and vocational-industrial education.

A. Field-Test Results--Vocational Administrators and Vocational Teachers

Table 1 presents the mean ratings of the professional competencies by vocational administrators (including state staff personnel) and vocational teachers. Of the 105 competencies, 78 received a rating of 3.00 or higher from both groups of respondents. Generally, vocational administrators tended to rate competencies higher than did the vocational teachers. When compared to the vocational teachers, administrators rated 101 of the professional competencies higher than their counterparts. This may be due to the administrators perception of the "overall" scope of vocational education, whereas the teacher perceives vocational education from the classroom teaching standpoint. This is supported by the data reported in the sub-models--instructional methodology and management, where each competency received a rating above 3.00 by the vocational teachers. It is interesting to note that the vocational administrators also placed a great deal of importance on sub-models--instructional methodology and management.

The implications for teacher education are important. Vocational administrators tend to feel that nearly all of the professional competencies are important elements of a teacher education program. Conversely, vocational teachers tend to place greater importance on those competencies directly related to the teaching/learning environment.

Table 1

Means of Professional Competencies as Rated by
Vocational Administrators
(Directors, Regional Vice-Presidents and State Staff Personnel)
and Vocational Teachers[1]

	VA[2]	VT[3]
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION		
Planning		
1. Develop a system for determining student needs, interests, and goals.	3.63	3.63
2. Select and establish long-term and short-term program goals.	3.71	3.33
3. Identify the role and function of an advisory committee in vocational education.	3.59	3.20
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.	3.75	3.33
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.	3.91	3.57
Development		
6. Select and develop instructional content for a course of study in an appropriate occupation.	3.74	3.25
7. Select and develop instructional content for a unit of instruction.	3.66	3.24
8. Write performance objectives for a course of study and a unit of instruction.	3.63	2.95
9. Construct a series of lesson plans for a unit of instruction.	3.76	3.13

[1] Importance Rating
1 = Strongly Disagree, this is of no importance
2 = Disagree, this is of little importance
3 = Agree, this is highly desirable
4 = Strongly Agree, very essential

[2] Vocational Administrator

[3] Vocational Teacher

Table 1 (continued)

	VA[2]	VT[3]
Evaluation		
10. Design and analyze a follow-up system for placement of vocational education graduates.	3.32	2.83
11. Develop an evaluation system to assess the effectiveness of a vocational education program.	3.91	3.08
COORDINATION		
12. Outline the historical development of cooperative occupational education.	2.57	2.11
13. Develop a philosophy for cooperative occupational education.	3.29	2.83
14. Develop a rationale for establishing an advisory committee for a cooperative occupational education program.	3.29	2.89
15. Establish program objectives, needs, and budget concerns for a cooperative occupational education program.	3.47	3.10
16. Construct a plan for the recruitment and selection of student-learners.	3.32	3.27
17. Match a student-learner's unique characteristics with an appropriate training station.	3.66	3.14
18. Establish criteria for identifying, selecting, and evaluating potential training stations.	3.68	3.13
19. Develop a training agreement between student-learner, parent, school, and employer.	3.60	3.16
20. Develop a training plan between the student-learner, employer, and the on-the-job instructor.	3.68	3.98
21. Identify the appropriate federal, state, and local (including union) laws and regulations relating to employing student-learners enrolled in cooperative occupational education programs.	3.51	3.00
22. Develop a plan for the coordination of on-the-job training.	3.57	3.11
23. Prepare an outline of general related instruction content for a cooperative occupational education program.	3.47	2.94
24. Develop a system to record, maintain, and evaluate student learners' hours, wages, attendance, on-the-job and in-school learning experiences.	3.49	3.05
25. Outline a plan for an effective in-school and out-of-school public relations program.	3.43	3.14

Table 1 (continued)

		VA[2]	VT[3]
26.	Formulate a plan for the placement and follow-up of program graduates.	3.44	2.81
27.	Design an approach for the evaluation of the total cooperative education program.	3.66	2.81
	INSTRUCTIONAL METHODOLOGY		
28.	Write performance objectives for a lesson.	3.66	3.10
29.	Introduce and summarize a lesson.	3.60	3.27
30.	Plan a variety of student learning experiences for a lesson.	3.78	3.35
31.	Select methods of evaluating students' attainment of specific student performance objectives.	3.85	3.27
32.	Select, obtain, and/or assemble reference materials, supplies, and equipment for instructional purposes.	3.59	3.48
33.	Outline procedures for gathering community resources to supplement instruction.	3.57	3.24
34.	Develop and demonstrate multi-media instructional materials to supplement instruction.	3.43	3.11
35.	Identify and demonstrate appropriate teaching strategies and delivery systems.	3.51	3.17
36.	Design or select and demonstrate appropriate resources for supplementing instruction.	3.49	3.19
37.	Design or select and demonstrate the use of appropriate individualized instruction activities.	3.62	3.21
38.	Design a plan for directing student study.	3.52	3.00
39.	Demonstrate communication skills that foster learning.	3.68	3.33
40.	Select and demonstrate reinforcement and reward techniques.	3.43	3.16
	PROFESSIONALISM		
41.	Identify current trends in the teaching profession.	3.34	2.95
42.	Devise a plan for personal attainment of the goals of the teaching profession.	3.31	2.86
43.	Express a personal professional philosophy consistent with the goals of the teaching profession.	3.41	3.05

Table 1 (continued)

		VA[2]	VT[3]
44.	Demonstrate knowledge of the ethical standards expected of a professional educator.	3.78	3.29
45.	Serve professional organizations through membership and attendance at meetings.	3.47	2.77
46.	Prepare and update a professional personnel file.	3.32	2.83
47.	Read professional literature in order to keep up to date.	3.68	3.16
48.	Observe other teachers in the teaching-learning environment.	3.53	3.21
49.	Outline a plan for maintaining professional certification, such as enrolling in graduate, extension, and in-service educational programs.	3.56	3.08
50.	Outline a plan for acquiring new occupational skills and information needed to keep pace with technological advancement in vocational education.	3.84	3.22
51.	Establish a system whereby supervisors and administrators can evaluate personal attitudes and abilities relating to teaching effectiveness.	3.21	2.84
52.	Conduct a self-analysis to evaluate personal and professional abilities and limitations.	3.46	3.06
53.	Plan for the participation in experimental and other opportunities for potential teachers.	3.19	2.81
54.	Establish techniques to cooperate with supervisors, administrators, and other school personnel.	3.51	3.14
MANAGEMENT			
55.	Develop an inventory system for organizing and purchasing supplies, equipment, and other physical resources within the teaching-learning environment.	3.57	3.14
56.	Structure a filing system for records and report forms.	3.62	3.11
57.	Devise a filing system for instructional materials.	3.68	3.17
58.	Devise a filing system for collecting pertinent student data.	3.57	3.11
59.	Establish a procedure for attending to the safety and first aid needs of students.	3.84	3.16
60.	Devise a filing system for recording safety instruction presented in compliance with safety laws and regulations.	3.71	3.05

Table 1 (continued)

		VA[2]	VT[3]
61.	Design a management plan to provide structure and organization in the classroom and/or laboratory.	3.83	3.29
62.	Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.	3.87	3.54
63.	Devise and demonstrate various disciplinary actions.	3.56	3.27
64.	Establish procedures for students to control their own behavior (self-discipline).	3.69	3.27
65.	Establish a system for repairing and servicing tools and equipment in the laboratory.	3.66	3.00
66.	Devise a control system for tools, supplies, and equipment used in the laboratory.	3.84	3.14
	LEADERSHIP		
67.	Plan for the establishment and maintenance of a student vocational organization.	3.49	2.95
68.	Develop a constitution and list of bylaws for a vocational student organization.	2.96	2.81
69.	Establish procedures for conducting an organizational meeting for a student vocational organization.	3.21	2.81
70.	Develop a yearly program of social, educational, and leadership growth for a student vocational organization.	3.06	2.73
71.	Establish a public relations program for a student vocational organization.	3.16	2.84
72.	Establish a plan for financing a student vocational organization.	2.90	2.77
73.	Plan for the affiliation and participation of the student vocational organization with the state and national vocational organizations.	3.37	2.68
74.	Develop a system for the evaluation of the student vocational organization.	2.07	2.77
	INSTRUCTIONAL EVALUATION		
75.	Establish criteria to assess a student's performance.	3.30	3.40
76.	Formulate a variety of systems for assessing a student's performance, such as essay, true-false, completion, matching, and multiple choice oral and performance testing.	3.74	3.37
77.	Devise a technique for students' self-evaluation.	3.63	3.25

Table 1 (continued)

		VA[2]	VT[3]
78.	Plan for the administration and evaluation of a teacher-made test.	3.59	3.10
79.	Establish a system for recording and informing a student's progress.	3.72	3.35
80.	Devise a plan for the student's evaluation of lessons, units, and instructional strategies.	3.41	2.97
81.	Devise a plan for a self-evaluation of one's instruction.	3.81	3.27
	SCHOOL/COMMUNITY RELATIONS		
82.	Develop and express a philosophy regarding school/community relations.	3.57	3.05
83.	Devise various techniques for informing community groups about the vocational education program.	3.84	3.27
84.	Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.	3.53	2.95
85.	Develop a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.	3.63	3.11
86.	Outline a procedure for obtaining information from parents, community leaders, and advisory committee members concerning their expectations of the vocational education program.	3.59	2.98
87.	Outline a procedure for assessing and improving the in-school image of vocational education and its students.	3.69	3.02
88.	Establish a procedure to work with a team from the school and/or community on pertinent school activities.	3.41	2.75
	GUIDANCE		
89.	Develop a record keeping system for anecdotal information.	2.72	2.63
90.	Interpret cumulative student records.	3.09	2.75
91.	Establish a plan for communication with students, parents, and the guidance staff.	3.65	3.33
92.	Establish a procedure for developing good study habits.	3.41	2.92
93.	Identify qualified agencies or personnel for referring students with personal, social, or scholastic problems.	3.31	3.00

Table 1 (continued)

		VA[2]	VT[3]
94.	Develop a delivery system for providing occupational information, advanced training, and educational opportunities to students.	3.60	3.14
95.	Develop activities to assist students in securing a job, a scholarship.	3.71	3.19
96.	Identify and gather criteria for the identification and recruitment of students for a vocational education program.	3.59	3.25
97.	Outline questions for a student-and-parent interview session.	3.25	2.86
SPECIAL NEEDS			
98.	Identify characteristics of special needs students and their environment.	3.34	3.10
99.	Establish criteria for the identification of special needs students for a vocational education program.	3.28	3.17
100.	Select and demonstrate appropriate instructional methods and techniques for teaching special needs students.	3.63	3.08
101.	Establish a procedure for working with special needs students in a regular vocational program.	3.54	3.13
102.	Select and demonstrate appropriate multi-media instructional materials for teaching special needs students.	3.44	2.97
103.	Outline procedures for fostering a positive self-concept in special needs students.	3.94	3.25
104.	Identify local sources to provide assistance in placing special needs students in on-the-job training experiences.	3.49	3.24
105.	Identify current trends in special needs education as they pertain to vocational education.	3.41	3.11

B. Field Test Results--Three Sub-models

Table 2 presents the pre- and post-test means concerning the self evaluation of professional competencies as rated by agriculture education majors. The post-test means were higher than the pre-test means for each of the eight competencies. The pre-test means ranged from a low of 2.44 to a high of 3.00. The post-test means ranged from a low of 3.00 to a high of 3.40. This was an area of concern for the project staff because it was felt that some of the pre-test means in each of the three submodels were inadvertently high. This was confirmed by administering a short achievement test after the pre-tests for each sub-model. No changes were made in the project objectives as a result of these findings. An examination of Table 2 reveals a pre-test mean of 2.78 for all eight sub-model competencies as compared to a post-test mean of 3.16. A significant difference was found between the two means at the .01 level.

Table 3 presents the pre- and post-test means concerning the self evaluation of professional competencies as rated by home economics education majors.

Like the sub-model field-tested in agriculture education, the post-test means were higher than the pre-test means for each of the nine competencies. The pre-test means ranged from a low of 2.00 to a high of 2.96. The post-test means ranged from a low of 2.79 to a high of 3.75. Two of the post-test means were below 3.00. The pre-test mean for all nine competencies was 2.54 as compared to a post-test mean of 3.31. A significant difference was found between the two means at the .001 level.

Table 2

t-Value Between Pre- and Post-Test Means[1] Concerning Self Evaluation of Professional Competencies as Rated by Agriculture Education Majors (N=12)

Competency	Pre-Test Mean	Post Test Mean	t-Value
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION			
Develop a system for determining student needs, interests, and goals.	2.92	3.27	
Select and establish long-term and short-term program goals.	2.79	3.00	
Identify the role and function of an advisory committee in vocational education.	2.44	3.21	
Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.	2.72	3.18	
Identify the competencies (skills and related information) to be taught for an appropriate occupation.	3.00	3.18	
Select and develop instructional content for a course of study in an appropriate occupation.	3.00	3.40	
Select and develop instructional content for a unit of instruction.	2.58	3.05	
Write performance objectives for a course of study and a unit of instruction.	2.82	3.00	
	$\bar{X}$ = 2.78	$\bar{X}$ = 3.16	-5.37*

[1]possible range of scores was 1-4

* t-Value SIGNIFICANT AT .01

Table 3

t-Value Between Pre- and Post-Test Means[1] Concerning Self Evaluation of Professional Competencies as Rated by Home Economics Education Majors (N=26)

Competency	Pre-Test Mean	Post Test Mean	
SCHOOL/COMMUNITY RELATIONS			
Develop and express a philosophy regarding school/community relations.	2.81	3.75	
Establish procedures for involving parents and community leaders in educational matters.	2.76	3.33	
Devise various techniques for informing community groups about the vocational education program.	2.40	3.53	
Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.	2.86	3.35	
Develop a plan to maintain liaison with the state department personnel.	2.96	3.42	
Develop a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.	2.00	2.79	
Outline a procedure for obtaining information from parents and advisory committee members concerning their expectations of the vocational education program.	2.00	2.79	
Outline a procedure for assessing the in-school image of vocational education students.	2.31	3.46	
Demonstrate a desire to cooperate with supervisors, administrators, and other school personnel.	2.73	3.38	
	$\bar{X}$ = 2.54	$\bar{X}$ = 3.31	-9.01**

[1]possible range of scores was 1-4

** t-Value SIGNIFICANT AT .001

Table 4 presents the pre- and post-test means concerning the self evaluation of professional competencies as rated by vocational industrial education majors. Like the other two sub-models in agriculture education and home economics education, the post-test means were higher than the pre-test means for each of the 12 competencies. The pre-test means ranged from a low of 2.38 to a high of 2.92. The post-test means ranged from a low of 3.06 to a high of 3.51. The pre-test mean for all 12 competencies was 2.69 as compared to a post-test mean of 3.31. A significant difference was found between the two means at the .001 level.

Table 4

t-Value Between Pre- and Post-Test Means[1] Concerning Self-Evaluation of Professional Competencies as Rated by Vocational-Industrial Education Majors (N=16)

Competency	Pre-test Mean	Post Test Mean	t-Value
PROFESSIONALISM			
Express a personal professional philosophy consistent with the goals of the teaching profession.	2.72	3.44	
Demonstrate knowledge of the ethical standards expected of a professional educator.	2.81	3.18	
Prepare and update a professional personnel file.	2.72	3.15	
Read professional literature in order to keep up to date.	2.55	3.38	
Observe other teachers in the teaching-learning environment.	2.92	3.51	
Conduct a self-analysis to evaluate personal and professional abilities and limitations.	2.79	3.27	
MANAGEMENT			
Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.	2.60	3.23	
Establish procedures for students to control their own behavior (self-discipline).	2.76	3.50	
INSTRUCTIONAL EVALUATION			
Establish criteria to assess a student's performance.	2.70	3.35	
Devise a technique for students self-evaluation.	2.78	3.21	
Establish a system for recording and informing a student's progress.	2.53	3.40	
SPECIAL NEEDS			
Identify characteristics of special needs students and their environment	2.38	3.06	
	$\bar{X}$ = 2.69	$\bar{X}$ = 3.31	-13.17**

[1]possible range of scores was 1-4

** t-Value SIGNIFICANT AT .001

VII. EVALUATION

Evaluation of the project was provided by means of continuous interaction and input from the project participants as well as several local directors and nationally known experts in competency based teacher education model development. In addition, several undergraduate students in vocational-industrial education offered comments and constructive suggestions for the improvement of the list of competencies. Lastly, valuable input was received from those vocational teachers who participated in the project.

In conjunction with the above mentioned evaluations, the Research Coordinating Unit of the Division of Vocational Education and its field staff provided periodic evaluation of the project's activities.

The project's product evaluation was discussed under Sections V and VIII.

VIII. CONCLUSIONS AND RECOMMENDATIONS

Based on discussions with the project's staff, participants, as well as the finding of the study, the following conclusions can be drawn:

1. Vocational administrators had a tendency to rate nearly all professional competencies as having greater importance than the vocational teachers
2. Vocational administrators generally rated the sub-models instructional methodology and management the highest as did vocational teachers.

3. Based on the significant difference between the pre- and post-test means of each of the three sub-models, the professional competencies can be achieved in the undergraduate teacher education programs of agriculture education, home economics education and vocational-industrial education.

Recommendations

The findings and conclusions of this study seem to support the following recommendations:

1. It is recommended that a follow-up be conducted with the undergraduates who are entering teaching to see if their self-evaluations are accurate.
2. It is recommended that the three service areas in vocational education continue to move more closely together until a common core of competency based instruction is in operation for vocational education.
3. It is recommended that each of the sub-models be developed whereby performance objectives are employed as a means of measuring acquired competencies.
4. It is recommended that the Center for Vocational and Technical Education's "modules" be rewritten as a means of implementing competency based instruction.
5. It is recommended that the university explore the possibility of experimenting with competency assessment (as opposed to completed courses) as a means of determining readiness for graduation and employment.
6. It is recommended that the service areas of vocational education consider the development of a competency based masters degree program.

IX. FINANCIAL STATEMENT

FINANCIAL STATEMENT FOR FINAL REPORT ENDING 6/15/77
(Date)

Project No. 14-76-D-3

ITEMS	Project Budget FY 19		Total Expenditures To Date:		Project Balance:	
	Agency	State/Federal	Agency	State/Federal	Agency	State/Federal
A. DIRECT COSTS						
1. Personnel		15,617.00		15,453.16		63.84
2. Contractual Services		600.00		612.94		(12.94)
3. Employee Benefits		2,893.00		3,030.97		(137.97)
4. Travel		640.00		614.08		25.92
5. Supplies and materials		50.00		28.18		21.82
6. Communications (include phone calls, printing)		300.00		260.67		39.33
7. Properties (rentals or purchase of equipment)						
8. Facilities						
9. Product production and dissemination						
10. Project evaluation						
B. INDIRECT COSTS			10,524.62			
C. TOTAL COSTS		20,000.00	10,524.62	20,000.00		-0-

Fiscal Agent/Director: J. I. Wirrenski

Institution/Agency Name: Purdue University

M.A. Szczepanski
Manager Sytems and Costs

9/4/77

* refund this amount to the State Board of Vocational and Technical Education

X. BIBLIOGRAPHY

Catrell, Calvin J., et al. Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives, Set II. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, September, 1972.

Finch, Curtis, R., et al. Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators. Virginia Polytechnic Institute and State University, Blacksburg, Virginia, June, 1976.

Houston, W. Robert. "Houston Competency-Based Teacher Center," University of Houston, Houston, Texas, 1972.

Vocational and Applied Arts Education Division of Teacher Education, Competency-Based Teacher Education Series No. 1, Wayne State University, Detroit, Michigan, November, 1973.

Vogler, Daniel E., et al. The Development and Implementation of Pre-service and In-service Occupational Teacher Education Programs Designed to Meet Certification and Baccalaureate Degree Requirements. Reports Numbers Two and Three, The University of Michigan, Ann Arbor, Michigan, 1973 & 1974.

APPENDIX A

A LIST OF PROFESSIONAL COMPETENCIES FOR VOCATIONAL EDUCATION

A LIST OF PROFESSIONAL COMPETENCIES FOR VOCATIONAL EDUCATION

Dr. Jerry L. Wircenski, Project Director
Vocational-Industrial Education

Dr. Betty J. Sawyers, Project Co-Director
Home Economics Education

Dr. William B. Richardson, Project Co-Director
Agricultural Education

This is part of a project developed under a grant from the State Board of Vocational and Technical Education, 401 Illinois Building, 17 W. Market Street, Indianapolis, Indiana 46204.

Department of
Industrial Education

Project No. 14-76-D3

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Planning

1. Develop a system for determining student needs, interests, and goals.
2. Select and establish long-term and short-term program goals.
3. Identify the role and function of an advisory committee in vocational education.
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.

Development

6. Select and develop instructional content for a course of study in an appropriate occupation.
7. Select and develop instructional content for a unit of instruction.
8. Write performance objectives for a course of study and a unit of instruction.
9. Construct a series of lesson plans for a unit of instruction.

Evaluation

10. Design and analyze a follow-up system for placement of vocational education graduates.
11. Develop an evaluation system to assess the effectiveness of a vocational education program.

COORDINATION

12. Outline the historical development of cooperative occupational education.
13. Develop a philosophy for cooperative occupational education.
14. Develop a rationale for establishing an advisory committee for a cooperative occupational education program.
15. Establish program objectives, needs, and budget concerns for a cooperative occupational education program.

16. Construct a plan for the recruitment and selection of student-learners.

17. Match a student-learner's unique characteristics with an appropriate training station.

18. Establish criteria for identifying, selecting, and evaluating potential training stations.

19. Develop a training agreement between student-learner, parent, school, and employer.

20. Develop a training plan between the student-learner, employer, and the on-the-job instructor.

21. Identify the appropriate federal, state, and local (including union) laws and regulations relating to employing student-learners enrolled in cooperative occupational education programs.

22. Develop a plan for the coordination of on-the-job training.

23. Prepare an outline of general related instruction content for a cooperative occupational education program.

24. Develop a system to record, maintain, and evaluate student-learners' hours, wages, attendance, on-the-job and in-school learning experiences.

25. Outline a plan for an effective in-school and out-of-school public relations program.

26. Formulate a plan for the placement and follow-up of program graduates.

27. Design an approach for the evaluation of the total cooperative education program.

INSTRUCTIONAL METHODOLOGY

28. Write performance objectives for a lesson.

29. Introduce and summarize a lesson.

30. Plan a variety of student learning experiences for a lesson.

31. Select methods of evaluating students' attainment of specific student performance objectives.

32. Select, obtain, and/or assemble reference materials, supplies, and equipment for instructional purposes.

33. Outline procedures for gathering community resources to supplement instruction.

34. Develop and demonstrate multi-media instructional materials to supplement instruction.

35. Identify and demonstrate appropriate teaching strategies and delivery systems.

36. Design or select and demonstrate appropriate resources for supplementing instruction.

37. Design or select and demonstrate the use of appropriate individualized instruction activities.

38. Design a plan for directing student study.

39. Demonstrate communication skills that foster learning.

40. Select and demonstrate reinforcement and reward techniques.

PROFESSIONALISM

41. Identify current trends in the teaching profession.

42. Devise a plan for personal attainment of the goals of the teaching profession.

43. Express a personal professional philosophy consistent with the goals of the teaching profession.

44. Demonstrate knowledge of the ethical standards expected of a professional educator.

45. Serve professional organizations through membership and attendance at meetings.

46. Prepare and update a professional personnel file.

47. Read professional literature in order to keep up to date.

48. Observe other teachers in the teaching-learning environment.

49. Outline a plan for maintaining professional certification, such as enrolling in graduate, extension, and in-service education programs.

50. Outline a plan for acquiring new occupational skills and information needed to keep pace with technological advancement in vocational education.

51. Establish a system whereby supervisors and administrators can evaluate personal attitudes and abilities relating to teaching effectiveness.

52. Conduct a self-analysis to evaluate personal and professional abilities and limitations.

53. Plan for the participation in experimental and other opportunities for potential teachers.

54. Establish techniques to cooperate with supervisors, administrators, and other school personnel.

MANAGEMENT

55. Develop an inventory system for organizing and purchasing supplies, equipment, and other physical resources within the teaching-learning environment.

56. Structure a filing system for records and report forms.

57. Devise a filing system for instructional materials.

58. Devise a filing system for collecting pertinent student data.

59. Establish a procedure for attending to the safety and first aid needs of students.

60. Devise a filing system for recording safety instruction presented in compliance with safety laws and regulations.

61. Design a management plan to provide structure and organization in the classroom and/or laboratory.

62. Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.

63. Devise and demonstrate various disciplinary actions.

64. Establish procedures for students to control their own behavior (self-discipline).

65. Establish a system for repairing and servicing tools and equipment in the laboratory.

66. Devise a control system for tools, supplies, and equipment used in the laboratory.

LEADERSHIP

67. Plan for the establishment and maintenance of a student vocational organization.

68. Develop a constitution and list of bylaws for a vocational student organization.

69. Establish procedures for conducting an organizational meeting for a student vocational organization.

70. Develop a yearly program of social, educational, and leadership growth for a student vocational organization.

71. Establish a public relations program for a student vocational organization.

72. Establish a plan for financing a student vocational organization.

73. Plan for the affiliation and participation of the student vocational organization with the state and national vocational organizations.

74. Develop a system for the evaluation of the student vocational organization.

INSTRUCTIONAL EVALUATION

75. Establish criteria to assess a student's performance.

76. Formulate a variety of systems for assessing a student's performance, such as essay, true-false, completion, matching, and multiple choice oral and performance testing.

77. Devise a technique for students' self-evaluation.

78. Plan for the administration and evaluation of a teacher-made test.

79. Establish a system for recording and informing a student's progress.

80. Devise a plan for the student's evaluation of lessons, units, and instructional strategies.

81. Devise a plan for a self-evaluation of one's instruction.

SCHOOL/COMMUNITY RELATIONS

82. Develop and express a philosophy regarding school/community relations.

83. Devise various techniques for informing community groups about the vocational education program.

84. Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.

85. Develop a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.

86. Outline a procedure for obtaining information from parents, community leaders, and advisory committee members concerning their expectations of the vocational education program.

87. Outline a procedure for assessing and improving the in-school image of vocational education and its students.

88. Establish a procedure to work with a team from the school and/or community on pertinent school activities.

GUIDANCE

89. Develop a record keeping system for anecdotal information.

90. Interpret cumulative student records.

91. Establish a plan for communication with students, parents, and the guidance staff.

92. Establish a procedure for developing good study habits.

93. Identify qualified agencies or personnel for referring students with personal, social, or scholastic problems.

94. Develop a delivery system for providing occupational information, advanced training, and educational opportunities to students.

95. Develop activities to assist students in securing a job, a scholarship.

96. Identify and gather criteria for the identification and recruitment of students for a vocational education program.

97. Outline questions for a student-and-parent interview session.

SPECIAL NEEDS

98. Identify characteristics of special needs students and their environment.

99. Establish criteria for the identification of special needs students for a vocational education program.

100. Select and demonstrate appropriate instructional methods and techniques for teaching special needs students.

101. Establish a procedure for working with special needs students in a regular vocational program.

102. Select and demonstrate appropriate multi-media instructional materials for teaching special needs students.

103. Outline procedures for fostering a positive self-concept in special needs students.

104. Identify local sources to provide assistance in placing special needs students in on-the-job training experiences.

105. Identify current trends in special needs education as they pertain to vocational education.

APPENDIX B

SAMPLE OF PRE- AND POST-TEST COMPETENCY CHECK LIST WITH PERFORMANCE OBJECTIVES

Name _____

PRE/POST

INSTRUCTIONS - READ CAREFULLY

Please read the following competencies and related performance objectives. Rate yourself as to your ability to perform each objective TODAY. Use the following indications;

SA Strongly Agree - you feel you are highly competent. You understand the concept and could perform all requirements accurately.

A Agree - you feel you are competent to complete the objective in an acceptable manner.

D Disagree - you feel you have a limited understanding of the concept and have reservations as to whether you could complete the objective in an acceptable manner.

SD Strongly Disagree - you feel you do not know what is required and are therefore unable to perform in an acceptable manner.

Select the letter/letters "SA", "A", "D", "SD" most descriptive of your ability and write them in the blank preceding each performance objective. This in no way will be utilized to determine your course grade.

Competency: Express a personal professional philosophy consistent with the goals of the teaching profession.

Performance Objectives:

_____ 1. Utilizing a Q-Sort technique, determine your attitudes toward teachers, administrators, parents, students, and self.

_____ 2. Formulate and state your teaching philosophy.

Competency: Demonstrate knowledge of the ethical standards expected of a professional educator.

Performance Objectives:

_____ 1. Define professionalism.

_____ 2. Identify characteristics of a professional.

_____ 3. Establish a code of ethics for the teaching profession.

_____ 4. Determine whether a teacher is a professional.

Competency: Prepare and update a professional personnel file.

Performance Objectives:

_____ 1. Prepare a personal vita.

_____ 2. Complete the Purdue Placement Office forms.

_____ 3. Write a letter of application for a teaching position.

_____ 4. Establish or update reference forms for the Purdue Placement Office.

_____ 5. Critique a simulated job interview.

Competency: Read professional literature in order to keep up to date.

Performance Objectives:

_____ 1. Identify the leading journal in the field of vocational and industrial arts education.

_____ 2. Critique four articles from the journals in the field of vocational and industrial arts education.

Competency: Observe other teachers in the teaching-learning environment.

Performance Objectives:

_____ 1. In a junior or senior high school classroom, observe and critique a teacher's training style, discipline procedures, and grading system.

_____ 2. Write a short paper discussing your attitude and opinions concerning teaching in the public schools.

Competency: Conduct a self-analysis to evaluate personal and professional abilities and limitations.

Performance Objectives:

_____ 1. Using a Q-Sort technique, write a short paper on your strengths and weaknessses as a prospective teacher.

_____ 2. Given the statements in the above objective, write a short paper concerning the teaching behaviors that you would like to change.

_____ 3. After a fourteen-week observation session in the public schools, and using a Q-Sort technique, write a short paper on your strengths and weaknesses as a prospective teacher.

_____ 4. Write a short paper comparing and contrasting your strengths and weaknesses before and after your fourteen-week observation session.

Competency: Formulate acceptable standards of behavior in vocational and industrial arts classrooms and/or laboratories.

Performance Objectives:

_____ 1. Read and critique a variety of rules or standards of behavior for use in a vocational program.

_____ 2. Develop and outline plans for implementation of acceptable (and unacceptable) standards for use in a vocational or industrial arts program.

_____ 3. In writing, state and support your philosophy on discipline.

Competency: Establish procedures for students to control their own discipline.

Performance Objectives:

_____ 1. Define self-discipline.

_____ 2. Outline reasons self-discipline has not generally been successful in the public schools.

_____ 3. Develop a procedure for fostering self-discipline in a vocational or industrial arts program.

Competency: Establish criteria to assess a student's performance.

Performance Objectives:

_____ 1. Define grading.

_____ 2. Define evaluation.

_____ 3. Develop a system whereby student skills, products, and performance can be evaluated.

_____ 4. Develop a technique whereby subjective criteria, i.e., attitude, can be measured.

_____ 5. Write up a student evaluation for parental use.

_____ 6. Defend, in writing, your personal philosophy on grading and evaluation.

Competency: Devise a technique for student self-evaluation.

_____ 1. Define self-evaluation.

_____ 2. Outline the advantages and disadvantages of a self-evaluation.

_____ 3. Develop a technique whereby students can evaluate their own performance.

Competency: Establish a system for recording and informing a student's progress.

Performance Objectives:

_____ 1. Establish at least two systems for recording and informing a student's progress.

_____ 2. Critique a recording and information system utilized in public schools.

_____ 3. In a role-playing situation, defend the two systems you would employ.

Competency: Identify characteristics of special needs students and their environment.

_____ 1. Describe some "school-oriented" characteristics of special needs students.

_____ 2. Describe some "home/community" characteristics of special needs students.

_____ 3. Do a short case study on a special needs student.

Competency: Establish a procedure for working with special needs students in a regular vocational or industrial arts program.

Performance Objectives:

_____ 1. Outline some alternatives for working with special needs youngsters in a typical vocational or industrial arts program.

_____ 2. In a role-playing situation, determine a special needs student's learning problems and possible solutions to those problems.

_____ 3. Establish a plan for evaluating special needs students in a typical vocational program.

APPENDIX C

LETTER TO VOCATIONAL ADMINISTRATORS

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION
315 FWA 3

As part of a SBVTE project, we need your reaction to the enclosed List of Professional Competencies for Vocational Education. One of the purposes of this project is to sample vocational administrators' opinions as to what professional skills need to be included in a teacher preparation program at Purdue University. If you have ever had ideas or opinions as to what should be included in vocational teacher education--this is your chance!

Please complete and return the answer sheet by April 15, 1977. Since this is a very limited mailing, we need your response.

Professionally,

Jerry D. Wircenski
Assistant Professor
Vocational-Industrial Education

Betty J. Sawyers
Assistant Professor
Home Economics Education

William B. Richardson
Associate Professor
Agricultural Education

Enclosures

APPENDIX D

LETTER TO VOCATIONAL TEACHERS

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION
315 FWA 3

As part of a SBVTE project, we need your reaction to the enclosed List of Professional Competencies for Vocational Education. One of the purposes of this project is to sample vocational teachers' opinions as to what professional skills need to be included in a teacher preparation program at Purdue University. If you have ever had ideas or opinions as to what should be included in vocational teacher education--this is your chance!

Please complete and return the answer sheet by April 30, 1977. Since this is a very limited mailing, we need your response.

Professionally,

Jerry L. Wircenski
Assistant Professor
Vocational-Industrial Education

Betty J. Sawyers
Assistant Professor
Home Economics Education

William B. Richardson
Associate Professor
Agricultural Education

Enclosures

APPENDIX E

INSTRUCTIONS AND ANSWER SHEET
FOR
VOCATIONAL ADMINISTRATOR AND TEACHER SURVEY

--INSTRUCTIONS--

Please react to the following competencies by rating each one according to your perception of its importance to being a successful vocational teacher.

Circle the answer code on the enclosed response sheet.

Definition of answer codes:

SA - Strongly Agree - This is very essential to being a successful vocational teacher.

A - Agree - This is highly desirable to being a successful vocational teacher.

D - Disagree - This is of little importance to being a successful vocational teacher.

SD - Strongly Disagree - This is of no importance to being a successful vocational teacher.

Please return the answer sheet only in the enclosed self-addressed envelope by April 30.

ANSWER SHEET

SA - STRONGLY AGREE
A - AGREE
D - DISAGREE
SD - STRONGLY DISAGREE
CIRCLE ONE ANSWER PER QUESTION

CHECK ONE

____ STATE STAFF
____ VOCATIONAL TEACHER
____ VOCATIONAL ADMINISTRATOR
____ OTHER

Planning

1. SA A D SD
2. SA A D SD
3. SA A D SD
4. SA A D SD
5. SA A D SD

Development

6. SA A D SD
7. SA A D SD
8. SA A D SD
9. SA A D SD

Evaluation

10. SA A D SD
11. SA A D SD

Coordination

12. SA A D SD
13. SA A D SD
14. SA A D SD
15. SA A D SD
16. SA A D SD
17. SA A D SD
18. SA A D SD
19. SA A D SD
20. SA A D SD
21. SA A D SD
22. SA A D SD
23. SA A D SD
24. SA A D SD
25. SA A D SD
26. SA A D SD
27. SA A D SD

Instructional Methodology

28. SA A D SD
29. SA A D SD
30. SA A D SD
31. SA A D SD
32. SA A D SD
33. SA A D SD
34. SA A D SD
35. SA A D SD
36. SA A D SD
37. SA A D SD
38. SA A D SD
39. SA A D SD
40. SA A D SD

Professionalism

41. SA A D SD
42. SA A D SD
43. SA A D SD
44. SA A D SD
45. SA A D SD
46. SA A D SD
47. SA A D SD
48. SA A D SD
49. SA A D SD
50. SA A D SD
51. SA A D SD
52. SA A D SD
53. SA A D SD
54. SA A D SD

Management

55. SA A D SD
56. SA A D SD
57. SA A D SD
58. SA A D SD
59. SA A D SD
60. SA A D SD
61. SA A D SD
62. SA A D SD
63. SA A D SD
64. SA A D SD
65. SA A D SD
66. SA A D SD

Leadership

67. SA A D SD
68. SA A D SD
69. SA A D SD
70. SA A D SD
71. SA A D SD
72. SA A D SD
73. SA A D SD
74. SA A D SD

Instructional Evaluation

75. SA A D SD
76. SA A D SD
77. SA A D SD
78. SA A D SD
79. SA A D SD
80. SA A D SD
81. SA A D SD

School/Community Relations

82. SA A D SD
83. SA A D SD
84. SA A D SD
85. SA A D SD
86. SA A D SD
87. SA A D SD
88. SA A D SD

Guidance

89. SA A D SD
90. SA A D SD
91. SA A D SD
92. SA A D SD
93. SA A D SD
94. SA A D SD
95. SA A D SD
96. SA A D SD
97. SA A D SD

Special Needs

98. SA A D SD
99. SA A D SD
100. SA A D SD
101. SA A D SD
102. SA A D SD
103. SA A D SD
104. SA A D SD
105. SA A D SD

PLEASE RETURN BY APRIL 30
to
DR. JERRY L. WIRCENSKI
DEPARTMENT OF INDUSTRIAL EDUCATION
FWA 3 PURDUE UNIVERSITY
WEST LAFAYETTE, INDIANA 47907

APPENDIX F

FOLLOW-UP MEMOS TO NON-RESPONDENTS

PURDUE UNIVERSITY inter office memorandum

To Vocational Administrators

From J. Wircenski, W. Richardson, B. Sawyers

Date April 27, 1977

Subject Competency Based Education Questionnaire

Earlier this month you were sent a questionnaire requesting your reaction to a competency checklist developed by the vocational staff at Purdue University.

To date, our records indicate that you have not returned your questionnaire. Since your response is important, we would like to urge your completion of this task. If you have already done so, thank you for your contribution.

PURDUE UNIVERSITY inter office memorandum

To State Staff

From J. Wircenski, W. Richardson, B. Sawyers

Date May 13, 1977

Subject Competency Based Education Questionnaire

Last month you were sent a questionnaire requesting your reaction to a competency checklist developed by the vocational staff at Purdue University.

To date, our records indicate that you have not returned your questionnaire. Since your response is important, we would like to urge your completion of this task. If you have already done so, thank you for your contribution.

APPENDIX G

A LIST OF PROFESSIONAL COMPETENCIES
FOR VOCATIONAL EDUCATION
AGRICULTURAL EDUCATION

PROGRAM PLANNING AND EVALUATION

1. Develop a system for determining student needs, interests, and goals.
2. Select and establish program goals.
3. Identify the role and function of an advisory committee in vocational education.
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.
6. Analyze, select and develop instructional content for a course of study in an appropriate occupation.
7. Select and develop instructional content for a course of study and a unit of instruction.
8. Design and analyze a follow-up system for placement of vocational education graduates.
9. Develop an evaluation system to assess the effectiveness of a vocational education program.

INSTRUCTIONAL METHODOLOGY

10. Plan, develop, introduce, and summarize a lesson.
11. Plan a variety of student learning experiences for a lesson.
12. Select methods of evaluating students' attainment of specific student performance objectives.
13. Select, obtain and/or assemple reference materials, supplies and equipment for instructional purposes.
14. Outline procedures for gathering community resources to supplement instruction.
15. Develop and demonstrate multi-media instructional materials to supplement instruction.
16. Select and demonstrate a variety of teaching methods and techniques.
17. Select and demonstrate individualized instructional materials.

A LIST OF PROFESSIONAL COMPETENCIES FOR VOCATIONAL EDUCATION AGRICULTURAL EDUCATION

Dr. Jerry L. Wircenski, Project Director
Vocational-Industrial Education

Dr. Betty J. Sawyers, Project Co-Director
Home Economics Education

Dr. William B. Richardson, Project Co-Director
Agricultural Education

This is part of a project developed under a grant from the State Board of Vocational and Technical Education, 401 Illinois Building, 17 W. Market Street, Indianapolis, Indiana 46204.

Agricultural Education Section
Project No. 14-76-D3

PROGRAM PLANNING AND EVALUATION

1. Develop a system for determining student needs, interests, and goals.
2. Select and establish program goals.
3. Identify the role and function of an advisory committee in vocational education.
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.
6. Analyze, select and develop instructional content for a course of study in an appropriate occupation.
7. Select and develop instructional content for a course of study and a unit of instruction.
8. Design and analyze a follow-up system for placement of vocational education graduates.
9. Develop an evaluation system to assess the effectiveness of a vocational education program.

INSTRUCTIONAL METHODOLOGY

10. Plan, develop, introduce, and summarize a lesson.
11. Plan a variety of student learning experiences for a lesson.
12. Select methods of evaluating students' attainment of specific student performance objectives.
13. Select, obtain and/or assemple reference materials, supplies and equipment for instructional purposes.
14. Outline procedures for gathering community resources to supplement instruction.
15. Develop and demonstrate multi-media instructional materials to supplement instruction.
16. Select and demonstrate a variety of teaching methods and techniques.
17. Select and demonstrate individualized instructional materials.

18. Design a plan for directing student study.

19. Demonstrate communication skills that foster learning.

20. Select and demonstrate reinforcement and reward techniques.

21. Establish criteria to assess a students' performance.

22. Formulate a variety of systems for assessing a student's performance.

23. Devise a self-evaluation technique for student use.

24. Formulate essay, true-false, copletion, matching and multiple choice test items.

25. Devise an oral and a performance test.

26. Plan for the administration and evaluation of a teacher-made test.

27. Devise a case study problem.

28. Establish a system for recording and informing a student's progress.

29. Devise a plan for the student's evaluation of lessons, units, and instructional strategies.

30. Devise a plan for supervisory or administrative personnel evaluation of instruction.

31. Devise a plan for a self-evaluation of one's instruction.

CLASSROOM MANAGEMENT

32. Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.

33. Demonstrate the carrying out of approved disciplinary actions.

34. Establish a procedure for students to excercise self-discipline.

INSTRUCTIONAL PLANNING

35. Write performance objectives for a course of study, unit, and lesson.

36. Construct a series of lesson plans for a unit of instruction.

37. Identify and select appropriate teaching strategies and delivery systems.

38. Identify and select appropriate instructional resources.

39. Design and select appropriate individualized instruction activities.

GUIDANCE

40. Devise a system for appraising students' backgrounds and environments.

41. Develop a recod keeping system for anecdotal information.

42. Determine relationships among students through the sociogram or other sociometric techniques.

43. Interpret cumulative student records.

44. Assemble information for case study reports.

45. Establish a plan for communication with students, parents, and the guidance staff.

46. Establish a procedure for developing good study habits.

47. Identify qualified agencies or personnel for referring students with personal, social, or scholastic problems.

48. Develop a delivery system for providing occupational information, advanced training, and educational opportunities to students.

49. Develop activities to assist students in securing a job, a scholarship, an educational loan, or college admission.

50. Identify and gather criteria for the selection of students for a vocational education program.

51. Outline questions for a student and parent interview session.

SPECIAL NEEDS

52. Identify characteristics of special needs of students and their environment.

53. Establish criteria for the identification and selection of special needs students for a vocational education program.

54. Select and demonstrate appropriate multi-media instructional materials for teaching special needs students.

55. Select and demonstrate appropriate instructional methods and techniques for teaching special needs students.

56. Establish a procedure for mainstreaming special needs students into the regular vocational programs.

57. Outline procedures for fostering a positive self-concept in special needs students.

58. Identify local sources to provide assistance in placing special needs students in on-the-job training experiences.

59. Identify current trends in special needs education.

LEADERSHIP

60. Plan for the establishment and maintenance of a student vocational organization to foster a positive self-concept.

61. Write a constitution and list of bylaws for a vocational student organization.

62. Establish procedures for conducting an organizational meeting for a student vocational organization.

63. Develop a yearly program of social, educational, and leadership growth for a student vocational organization.

64. Establish a public relations program for a student vocational organization.

65. Establish a plan for fund-raising activities for a student vocational organization.

66. Plan for the affiliation and participation of the student vocational organization with the state and national vocational organizations.

67. Develop a system for the evaluation of the student vocational organization.

PROFESSIONALISM

68. Identify current trends in the teaching profession.

69. Devise a plan for your personal attainment of the goals of the teaching profession.

70. Express a personal professional philosphy consistent with the goals of the teaching profession.

71. Demonstrate knowledge of the ethical standards expected of a professional educator.

72. Support and serve professional organizations through membership and attendance at meetings.

73. Prepare and update a professional personnel file.

74. Keep up to date through reading professional literature.

75. Observe other teachers in the teaching-learning environment.

76. Outline a plan for maintaining professional certification, such as enrolling in graduate, extension, and in-service education programs.

77. Outline a plan for acquiring new occupational skills and information needed to keep pace with technological advancement in vocational education.

78. Establish a system whereby supervisors and administrators can evaluate personal attitudes and abilities relating to teaching effectiveness.

79. Develop a self-analysis form to evaluate personal and professional abilities and limitations.

80. Plan for the serving of community needs by contributing professional expertise to community activities.

81. Establish a procedure to work with a team from the school and/or community on pertinent school activities.

82. Plan for the participating in experimental and other opportunities for potential teachers.

COORDINATION

83. Outline the historical development of cooperative occupational education.

84. Develop a philosophy for cooperative occupational education.

85. Develop a rationale for establishing an advisory committee for a cooperative occupational education program.

86. Establish program objectives, needs, and budget concerns for a cooperative occupational education program.

87. Construct a plan for the recruitment and selection of student-learners.

88. Match a student-learner's unique characteristics with an appropriate training station.

89. Establish criteria for identifying, selecting, and evaluating potential training stations.

90. Develop a training agreement between student-learning, parent, school and employer.

91. Develop a training plan between the student-learning, employer, and the on-the-job instructor.

92. Identify the appropriate federal, state, and local (including union) laws and regulations relating to employing student-learners enrolled in cooperative occupational education programs.

93. Develop a plan for the coordination of on-the-job training.

94. Prepare an outline of general related instruction content for a cooperative occupational education program.

95. Develop a system to record, maintain, and evaluate student-learners' hours, wages, attendance, on-the-job and in-school learning experiences.

96. Outline a plan for an effective in-school and out-of-school public relations program

97. Formulate a plan for the placement and follow-up of program graduates.

98. Design an approach for the evaluation of the total cooperative education system.

SCHOOL/COMMUNITY RELATIONS

99. Develop and express a philosophy regarding school/community relations.

100. Establish procedures for involving parents and community leaders in educational matters.

101. Devise various techniques for informing community groups about the vocational education program.

102. Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.

103. Develop a plan to maintain a liaison with the state department personnel.

104. Develope a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.

105. Outline a procedure for obtaining information from parents and advisory committee members concerning their expectations of the vocational education program.

106. Outline a procedure for assessing the in-school image of vocational education students.

107. Demonstrate a desire to cooperate with supervisors, administrators, and other school personnel.

DEPARTMENTAL ORGANIZATION & PLANNING

108. Develop an inventory system for organizing and purchasing supplies, equipment and other physical resources within the teaching-learning environment.

109. Structure a filing system for records and report forms.

110. Devise a filing system for instructional materials.

111. Devise a filing system for individual student files documenting personal characteristics, attitudes, and grades.

112. Establish a procedure for attending to the safety and first aid needs of students.

113. Devise a filing system for recording safety instruction presented in compliance with safety laws and regulations.

114. Design a management plan to provide structure and organization in the classroom and/or laboratory.

115. Establish a system for repairing and servicing tools and equipment in the laboratory.

116. Devise a student check-out procedure for tools, supplies, and equipment used in the laboratory.

APPENDIX H

A LIST OF PROFESSIONAL COMPETENCIES
FOR VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

A LIST OF PROFESSIONAL COMPETENCIES
FOR VOCATIONAL EDUCATION
- HOME ECONOMICS EDUCATION -

Dr. Jerry L. Wircenski, Project Director
Vocational-Industrial Education

Dr. Betty A. Sawyers, Project Co-Director
Home Economics Education

Dr. William B. Richardson, Project Co-Director
Agricultural Education

This is part of a project developed
under a grant from the State Board
of Vocational and Technical Education,
401 Illinois Building, 17 West Market St.
Indianapolis, Indiana 46204

Home Economics Education
Section

Project No. 14-76-D3

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Planning

1. Develop a system for determining student needs, interests, and goals.
2. Select and establish program goals.
3. Identify the role and function of an advisory committee in vocational education.
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.

Development

6. Analyze, select, and develop instructional content for a course of study in an appropriate occupation.
7. Select and develop instructional content for a course of study and a unit of instruction.
8. Write performance objectives for a course of study, unit, and lesson.
9. Construct a series of lesson plans for a unit of instruction.
10. Identify and select appropriate teaching strategies and delivery systems.
11. Identify and select appropriate instructional resources.
12. Design and select appropriate individualized instruction activities.

Evaluation

13. Develop an evaluation system to assess the effectiveness of a vocational education program.

COORDINATION

14. Develop a philosophy for cooperative occupational education.
15. Develop a rationale for establishing an advisory committee for a cooperative occupational education program.

16. Establish program objectives, needs, and budget concerns for a cooperative occupational education program.

17. Construct a plan for the recruitment and selection of student-learners.

18. Match a student-learner's unique characteristics with an appropriate training station.

19. Establish criteria for identifying, selecting, and evaluating potential training stations.

20. Develop a training agreement between student-learner, parent, school, and employer.

21. Develop a training plan between the student-learner, employer, and the on-the-job instructor.

22. Prepare an outline of general related instruction content for a cooperative occupational education program.

23. Outline a plan for an effective in-school and out-of-school public relations program.

24. Formulate a plan for the placement and follow-up of program graduates.

INSTRUCTIONAL METHODOLOGY

25. Plan, develop, introduce and summarize a lesson.

26. Plan a variety of student learning experiences for a lesson.

27. Select methods of evaluating students' attainment of specific student performance objectives.

28. Select, obtain, and/or assemble reference materials, supplies, and equipment for instructional purposes.

29. Outline procedures for gathering community resources to supplement instruction.

30. Develop and demonstrate multi-media instructional materials to supplement instruction.

31. Select and demonstrate a variety of teaching methods and techniques.

32. Design a plan for directing student study.

33. Demonstrate communication skills that foster learning.

34. Select and demonstrate reinforcement and reward techniques.

PROFESSIONALISM

35. Identify current trends in the teaching profession.

36. Devise a plan for your personal attainment of the goals of the teaching profession.

37. Express a personal professional philosophy consistent with the goals of the teaching profession.

38. Demonstrate knowledge of the ethical standards expected of a professional educator.

39. Support and serve professional organizations through membership and attendance at meetings.

40. Prepare and update a professional personnel file.

41. Keep up-to-date through reading professional literature.

42. Observe other teachers in the teaching-learning environment.

43. Outline a plan for maintaining professional certification, such as enrolling in graduate, extension, and in-service education programs.

44. Establish a system whereby supervisors and administrators can evaluate personal attitudes and abilities relating to teaching effectiveness.

45. Develop a self-analysis form to evaluate personal and professional abilities and limitations.

46. Plan for the serving of community needs by contributing professional expertise to community activities.

47. Plan for the participating in experimental and other opportunities for potential teachers.

MANAGEMENT

48. Structure a filing system for records and report forms.

49. Devise a filing system for instructional materials.

50. Devise a filing system for individual student files documenting personal characteristics, attitudes, and grades.

51. Establish a procedure for attending to the safety and first aid needs of students.

52. Devise a filing system for recording safety instruction presented in compliance with safety laws and regulations.

53. Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.

54. Demonstrate the carrying out of approved disciplinary actions.

LEADERSHIP

55. Plan for the establishment and maintenance of a student vocational organization to foster a positive self-concept.

56. Write a constitution and list of by-laws for a vocational student organization.

57. Establish provedures for conducting an organizational meeting for a student vocational organization.

58. Develop a yearly program of social, educational, and leadership growth for a student vocational organization.

59. Establish a public relations program for a student vocational organization.

60. Plan for the affiliation and participation of the student vocational organization with the state and national vocational organizations.

61. Develop a system for the evaluation of the student vocational organization.

INSTRUCTIONAL EVALUATION

62. Establish criteria to assess a student's performance.

63. Formulate a variety of systems for assessing a student's performance.

64. Devise a self-evaluation technique for student use.

65. Formulate essay, true-false, completion, matching, and multiple choice test items.

66. Plan for the administration and evaluation of a teacher-made test.

67. Devise a case study problem.

68. Devise a plan for the student's evaluation of lessons, units, and instructional strategies.

69. Devise a plan for a self-evaluation of one's instruction.

SCHOOL/COMMUNITY RELATIONS

70. Develop and express a philosophy regarding school/community relations.

71. Establish procedures for involving parents and community leaders in educational matters.

72. Devise various techniques for informing community groups about the vocational education program.

73. Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.

74. Develop a plan to maintain liaison with the state department personnel.

75. Develop a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.

76. Outline a procedure for obtaining information from parents and advisory committee members concerning their expectations of the vocational education program.

77. Outline a procedure for assessing the in-school image of vocational education students.

78. Demonstrate a desire to cooperate with supervisors, administrators, and other school personnel.

GUIDANCE

79. Develop a record keeping system for anecdotal information.

80. Determine relationships among students through the sociogram or other sociometric techniques.

81. Interpret cumulative student records.

82. Assemble information for case study reports.

83. Establish a plan for communication with students, parents, and the guidance staff.

84. Identify qualified agencies or personnel for referring student with personal, social, or scholastic problems.

85. Develop activities to assist students in securing a job, a scholarship, an educational loan, or college admission.

86. Identify and gather criteria for the selection of students for a vocational education program.

SPECIAL NEEDS

87. Identify characteristics of special needs students and their environment.

88. Select and demonstrate appropriate multi-media instructional materials for teaching special needs students.

89. Establish a procedure for mainstreaming special needs students into the regular vocational programs.

90. Outline procedures for fostering a positive self-concept in special needs students.

91. Identify current trends in special needs education.

APPENDIX I

A LIST OF PROFESSIONAL COMPETENCIES FOR VOCATIONAL EDUCATION VOCATIONAL-INDUSTRIAL EDUCATION

A LIST OF PROFESSIONAL COMPETENCIES FOR VOCATIONAL EDUCATION

- VOCATIONAL-INDUSTRIAL DIVISION -

Dr. Jerry L. Wircenski, Project Director
Vocational-Industrial Education

Dr. Betty J. Sawyers, Project Co-Director
Home Economics Education

Dr. William B. Richardson, Project Co-Director
Agricultural Education

This is part of a project developed under a grant from the State Board of Vocational and Technical Education, 401 Illinois Building, 17 W. Market Street, Indianapolis, Indiana 46204.

Department of Industrial Education

Project No. 14-76-D3

PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION

Planning

1. Develop a system for determining student needs, interests, and goals.
2. Select and establish long-term and short-term program goals.
3. Identify the role and function of an advisory committee in vocational education.
4. Determine the nature and scope of training needed for the entry-level occupations within a vocational education program.
5. Identify the competencies (skills and related information) to be taught for an appropriate occupation.

Development

6. Select and develop instructional content for a course of study in an appropriate occupation.
7. Select and develop instructional content for a unit of instruction.
8. Write performance objectives for a course of study and a unit of instruction.
9. Construct a series of lesson plans for a unit of instruction.

Evaluation

10. Design and analyze a follow-up system for placement of vocational education graduates.
11. Develop an evaluation system to assess the effectiveness of a vocational education program.

COORDINATION

12. Outline the historical development of cooperative occupational education.
13. Develop a philosophy for cooperative occupational education.
14. Develop a rationale for establishing an advisory committee for a cooperative occupational education program.
15. Establish program objectives, needs, and budget concerns for a cooperative occupational education program.

16. Construct a plan for the recruitment and selection of student-learners.

17. Match a student-learner's unique characteristics with an appropriate training station.

18. Establish criteria for identifying, selecting, and evaluating potential training stations.

19. Develop a training agreement between student-learner, parent, school, and employer.

20. Develop a training plan between the student-learner, employer, and the on-the-job instructor.

21. Identify the appropriate federal, state, and local (including union) laws and regulations relating to employing student-learners enrolled in cooperative occupational education programs.

22. Develop a plan for the coordination of on-the-job training.

23. Prepare an outline of general related instruction content for a cooperative occupational education program.

24. Develop a system to record, maintain, and evaluate student-learners' hours, wages, attendance, on-the-job and in-school learning experiences.

25. Outline a plan for an effective in-school and out-of-school public relations program.

26. Formulate a plan for the placement and follow-up of program graduates.

27. Design an approach for the evaluation of the total cooperative education program.

INSTRUCTIONAL METHODOLOGY

28. Write performance objectives for a lesson.

29. Introduce and summarize a lesson.

30. Plan a variety of student learning experiences for a lesson.

31. Select methods of evaluating students' attainment of specific student performance objectives.

32. Select, obtain, and/or assemble reference materials, supplies, and equipment for instructional purposes.

33. Outline procedures for gathering community resources to supplement instruction.

34. Develop and demonstrate multi-media instructional materials to supplement instruction.

35. Identify and demonstrate appropriate teaching strategies and delivery systems.

36. Design or select and demonstrate appropriate resources for supplementing instruction.

37. Design or select and demonstrate the use of appropriate individualized instruction activities.

38. Design a plan for directing student study.

39. Demonstrate communication skills that foster learning.

40. Select and demonstrate reinforcement and reward techniques.

PROFESSIONALISM

41. Identify current trends in the teaching profession.

42. Devise a plan for personal attainment of the goals of the teaching profession.

43. Express a personal professional philosophy consistent with the goals of the teaching profession.

44. Demonstrate knowledge of the ethical standards expected of a professional educator.

45. Serve professional organizations through membership and attendance at meetings.

46. Prepare and update a professional personnel file.

47. Read professional literature in order to keep up to date.

48. Observe other teachers in the teaching-learning environment.

49. Outline a plan for maintaining professional certification, such as enrolling in graduate, extension, and in-service education programs.

50. Outline a plan for acquiring new occupational skills and information needed to keep pace with technological advancement in vocational education.

51. Establish a system whereby supervisors and administrators can evaluate personal attitudes and abilities relating to teaching effectiveness.

52. Conduct a self-analysis to evaluate personal and professional abilities and limitations.

53. Plan for the participation in experimental and other opportunities for potential teachers.

54. Establish techniques to cooperate with supervisors, administrators, and other school personnel.

MANAGEMENT

55. Develop an inventory system for organizing and purchasing supplies, equipment, and other physical resources within the teaching-learning environment.

56. Structure a filing system for records and report forms.

57. Devise a filing system for instructional materials.

58. Devise a filing system for collecting pertinent student data.

59. Establish a procedure for attending to the safety and first aid needs of students.

60. Devise a filing system for recording safety instruction presented in compliance with safety laws and regulations.

61. Design a management plan to provide structure and organization in the classroom and/or laboratory.

62. Formulate acceptable standards of behavior in vocational classrooms and/or laboratories.

63. Devise and demonstrate various disciplinary actions.

64. Establish procedures for students to control their own behavior (self-discipline).

65. Establish a system for repairing and servicing tools and equipment in the laboratory.

66. Devise a control system for tools, supplies, and equipment used in the laboratory.

LEADERSHIP

67. Plan for the establishment and maintenance of a student vocational organization.

68. Develop a constitution and list of bylaws for a vocational student organization.

69. Establish procedures for conducting an organizational meeting for a student vocational organization.

70. Develop a yearly program of social, educational, and leadership growth for a student vocational organization.

71. Establish a public relations program for a student vocational organization.

72. Establish a plan for financing a student vocational organization.

73. Plan for the affiliation and participation of the student vocational organization with the state and national vocational organizations.

74. Develop a system for the evaluation of the student vocational organization.

INSTRUCTIONAL EVALUATION

75. Establish criteria to assess a student's performance.

76. Formulate a variety of systems for assessing a student's performance, such as essay, true-false, completion, matching, and multiple choice oral and performance testing.

77. Devise a technique for students' self-evaluation.

78. Plan for the administration and evaluation of a teacher-made test.

79. Establish a system for recording and informing a student's progress.

80. Devise a plan for the student's evaluation of lessons, units, and instructional strategies.

81. Devise a plan for a self-evaluation of one's instruction.

SCHOOL/COMMUNITY RELATIONS

82. Develop and express a philosophy regarding school/community relations.

83. Devise various techniques for informing community groups about the vocational education program.

84. Establish techniques to become involved in community business, religious, fraternal, civic, and social functions to improve the image of the vocational education program.

85. Develop a system to obtain informational feedback on the vocational education program through contacts with individuals in the community.

86. Outline a procedure for obtaining information from parents, community leaders, and advisory committee members concerning their expectations of the vocational education program.

87. Outline a procedure for assessing and improving the in-school image of vocational education and its students.

88. Establish a procedure to work with a team from the school and/or community on pertinent school activities.

GUIDANCE

89. Develop a record keeping system for anecdotal information.

90. Interpret cumulative student records.

91. Establish a plan for communication with students, parents, and the guidance staff.

92. Establish a procedure for developing good study habits.

93. Identify qualified agencies or personnel for referring students with personal, social, or scholastic problems.

94. Develop a delivery system for providing occupational information, advanced training, and educational opportunities to students.

95. Develop activities to assist students in securing a job, a scholarship.

96. Identify and gather criteria for the identification and recruitment of students for a vocational education program.

97. Outline questions for a student-and-parent interview session.

SPECIAL NEEDS

98. Identify characteristics of special needs students and their environment.

99. Establish criteria for the identification of special needs students for a vocational education program.

100. Select and demonstrate appropriate instructional methods and techniques for teaching special needs students.

101. Establish a procedure for working with special needs students in a regular vocational program.

102. Select and demonstrate appropriate multi-media instructional materials for teaching special needs students.

103. Outline procedures for fostering a positive self-concept in special needs students.

104. Identify local sources to provide assistance in placing special needs students in on-the-job training experiences.

105. Identify current trends in special needs education as they pertain to vocational education.

APPENDIX J

MISCELLANEOUS

LETTER TO COMPETENCY BASED PROJECT PERSONNEL

PURDUE UNIVERSITY
SCHOOL OF TECHNOLOGY
WEST LAFAYETTE, INDIANA 47907

DEPARTMENT OF
INDUSTRIAL EDUCATION
129 Michael Golden Labs

Three members of the vocational education staff at Purdue University are working on a state-funded project to develop a competency-based teacher education curriculum model. We would like to solicit your input into our model development by requesting any materials which you feel might assist us with our initial development. A list of identified competencies, as well as supportive literature on implementation, would be most welcome.

Thank you in advance for your consideration.

Professionally,

Jerry L. Wircenski
Assistant Professor
of Industrial Education
and Project Director

JLW/jw